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ABSTRACT

Problems encountered by teachers in Lesotho in implementing the 1981 elementary social studies program were investigated. Twenty randomly selected urban and rural schools participated in the study. Twenty-four teachers and 10 parents answered questionnaires and the chairman of the National Panel for Social Studies was interviewed. Findings revealed four main problems: (1) irregular school attendance, (2) mixed-age groups in classes, (3) lack of parental involvement, and (4) a shortage of funds on the part of the Ministry of Education to carry out its plans, resulting in a lack of supportive materials, a lack of relevant teacher training, and poor school facilities. Recommendations include the following: The absenteeism problem can be solved by having parents do remedial instruction at home. To teach mixed-age groups, teachers must be trained to identify pupils' differences so that they can re-adjust the syllabus to individual needs. Inservice teacher education should be provided through radio. Parents must be informed of their role. The Ministry of Education should take the necessary steps to acquire the money needed to complete the project. (RM)

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African Studies
in Curriculum Development & Evaluation

General Editors: Peter Sachsenmeier –
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No. 87

L.C. MALOI:

IMPLEMENTATION OF SOCIAL STUDIES
IN LESOTHO.

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ACO Project

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This research project was undertaken as part of a training programme jointly organised on behalf of the African Curriculum Organisation (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi, and the German Agency for Technical Cooperation (GTZ).

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AN INVESTIGATION OF PROBLEMS ENCOUNTERED BY TEACHERS IN IMPLEMENTING THE 1981 SOCIAL STUDIES PROGRAMME IN LESOTHO PRIMARY SCHOOLS.

BY

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SUBMITTED TO THE FACULTY OF EDUCATION
OF THE UNIVERSITY OF NAIROBI
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1983

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TABLE OF CONTENTS

	Page
Acknowledgements	(i)
CHAPTER 1	
Statement of the problem	1
Background of the Study	1
The Problem	4
The Purpose of this Study	9
The Significance of this Study	10
CHAPTER 2	
Data Collection	11
Methodology	11
(a) Sample Procedures	11
(b) Description of research instruments	12
(c) Administration of the research instruments	12
CHAPTER 3	
Data Analysis	13
Introduction	13
I. Location of the Schools	13
(a) Effect on attendance	13
(b) Effect on radio reception, Postal Services, transport and availability of books and other supportive materials.	15
(c) Effect on the distribution of qualified teaching personnel.	16
II. Characteristics of the schools' Community and physical facilities	16
(a) Age-range and enrolments	17
(b) Teachers' qualification, experience and inservice courses attended	18
(c) Supportive materials, Resource centres, Resource teachers and Teachers' Centres	21
(d) Teaching aids	23
(e) Teaching methods	23

BEST COPY AVAILABLE

Page

(f) Physical facilities of the school 24

(g) Teachers' attitude to the new Social Studies sullabus 25

III. Parents' involvement in Schools' activities 25

(a) Parents' occupation 25

(b) Parents' education 26

IV. Social Studies Panel's Plan of operation during the planning and development stage of the new syllabus and the preparations for implementation stage 26

CHAPTER 4

I. Conclusions and Recommendations 29

II. Limitations of this study 40

BEST COPY AVAILABLE

LIST OF MAPS

Page

Map 1: Relief Map of Lesotho 5

Map 2: Population Map of Lesotho 6

LIST OF FIGURES

Figure 1.1: Social Studies syllabus for Lesotho Primary Schools 1981 in diagramatic form 7

Figure 3.1: Attendance in urban and rural Schools 14

Figure 3.2: Age-ranges in rural and urban Schools 17

LIST OF TABLES

Table 3.1: Standard 3 enrolments per teacher in rural schools 18

Table 3.2: Standard 3 enrolments per teacher in urban school 18

Table 3.3: Urban schools' teacher 19

Table 3.4: Rural schools' teachers 21

Table 3.5: Teachers' other resources 22

Table 3.6: Types of teaching aids 23

Table 3.7: Teaching method 23

Table 3.8: Physical facilities in urban schools 24

Table 3.9: Physical facilities in rural schools 24

Table 3.10 Parents' occupation 25

Table 3.11 Parents' education 26

APPENDICES

Appendix 1: A letter introducing the researcher to respondents 41

Appendix 2: Instrument 1, Teachers' questionnair 42

Appendix 3: Instrument 2, Parents' questionnair 48

Appendix 4: Instrument 3, Interview questions for the Social Studies Panel

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CHAPTER 1

Statement of the problem

Background of the study

1.1 Primary education in Lesotho is a Seven years programme terminating with a primary leaving examination. Its general aim is to help each child to develop fully as an individual and as a useful responsible member of his community. This is contained in the aims and objectives of education as recommended by the Education Commission, 1976. These are:

(a) To ensure permanent and functional literacy in Sesotho and basic numeracy as a foundation for further learning and effective living.

(b) To help children to an understanding and acceptance of the highest Standards of Social living needed in present day Lesotho Society.

(c) To help children learning about and practise healthy ways of living.

(d) To help children understand and appreciate their local and national environment.

(e) To provide pupils with an understanding and appreciation of their cultural heritage.

(f) To encourage children to investigate and think for themselves and to test their conclusions, and thus lay a foundation for scientific thinking.

(g) To provide suitable opportunities for a variety of practical and creative activities in particular the growth of positive attitude to work.

(h) To give pupils a basic understanding of their civil rights and responsibilities for effective participation in and contribution to the life of their Society.

(i) To provide character and moral training.

(j) To encourage the appreciation of culture and beauty in their various forms and to arouse aesthetic awareness.

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1.2 The attainment of these aims and objectives depends largely on a flexible workable programme of studies which takes into account the prevailing local conditions in the country. For the purpose of this study, only four of these conditions are discussed in details to give a general framework within which the system operates. These are the high rate of drop-outs, the high pupil-teacher ratio, inadequate physical facilities and the uneven physical configuration of the country.

1.3 The following statement "Lesotho's present educational system is a broad based pyramid narrowing to a very small apex"[1] is taken from the Second Five Year Development Plan, 1975/76 - 1979/80. It acknowledges the high chronic rate of drop-outs in the country's system of education. The plan shows that only 40 percent of the first year primary school enrolment reach the last year of primary school. The Third Five Year Development Plan, 1980 - 1985 indicates that "only about 14 percent of children who enter primary school reach secondary education."[2] This situation has called for a thorough revision of the existing curriculum and development of one that will cater for all children dropping aside the education stream

Notes

1. Kingdom of Lesotho, Second Five Year Development Plan, 1975/76 - 1979/80 Vol.1 Page 169
2. Kingdom of Lesotho, Third Five Year Development Plan, 1980 - 1985, Page 304

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Prematurely and those who complete the primary cycle and those who proceed to secondary education.

1.3 Another disturbing feature is the high pupil teacher ratio in the primary schools. On the average, it is 53:1. But there are cases where there are more than 100 pupils per teacher schools. This situation is less pronounced in the mountain region because schools are small and ratio's are low, but one teacher schools are more common there [3].

1.4 Lack of adequate physical facilities is another major constraint in primary education in Lesotho. There are cases where during rainy days and in winter when it is cold, more than one class share one classroom which in most cases is a church building. 1975 statistics reveal that of 4738 classes 52 percent were housed in school buildings, 36 percent in church buildings, 5 percent in other buildings and 7 percent in the open air. The provision of desks is also a problem. The statistics show that only 32.6 percent of pupils had desks while 27.4 had unsuitable seating provision.of which 40.9 percent sat on the floor. This has been made more acute by the elimination of school fees in primary schools.

Notes

3. Hawes, H.W.R., "Primary School Curriculum Change in Lesotho" Consultant report, 1977, page 8.

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1.5 The other important condition which has serious curriculum implications is the rugged physical configuration of the country. Its area of about 30, 350 square kilometers is divided into four clear relief regions, the lowlands (only $\frac{1}{3}$ of the country), the foothills, the mountains and the Senqu River Valley (See Map 1). The lowlands in the west with more arable land than any of the four regions, carries the highest population concentrations in the country (See Map 2). Also but on a comparative basis with others, this region has a well developed system of communications in the form of roads, telecommunication and postal services. As a result, this region is more developed in many spheres, educationally, Socially, and commercially than the other regions. The mountains and the Senqu river valley depend heavily on animal transport. The only quick but expensive link between them and the lowlands is provided by air transport. It is now that the government is making efforts to build roads penetrating the mountain region. The foothills is served by a few feeder roads. As a result of this uneven background, the lowlands region has more educational institutions of all levels, pre-primary, primary, secondary and tertiary, more qualified teachers, more access to morden resource materials and better physical facilities than other regions.

The problem

1.6 It has been shown in the preceeding section that the post-independence curriculum needed some revision in order to cater for all children whose primary education is terminal and for those who proceed to secondary education. The 1981 Social Studies programme is one of the results of that revision. Its structure is completely different from that of its predecessor. An attempt has been made to integrate History, Geography and Civics topics. Its concentric structure takes care of the developmental needs of the learner (See Figure1.1). It is entirely a child-centred programme allowing the teacher only a brief space of guidance andcoordination. The learner is given ample chance to do the learning himself with minimum interference by the teacher. In philosophy and Education, Louis Arnand Reid says "the efficient cause of learning is not (as one might expect) the teacher, but the 'active intelligence' of the learner.

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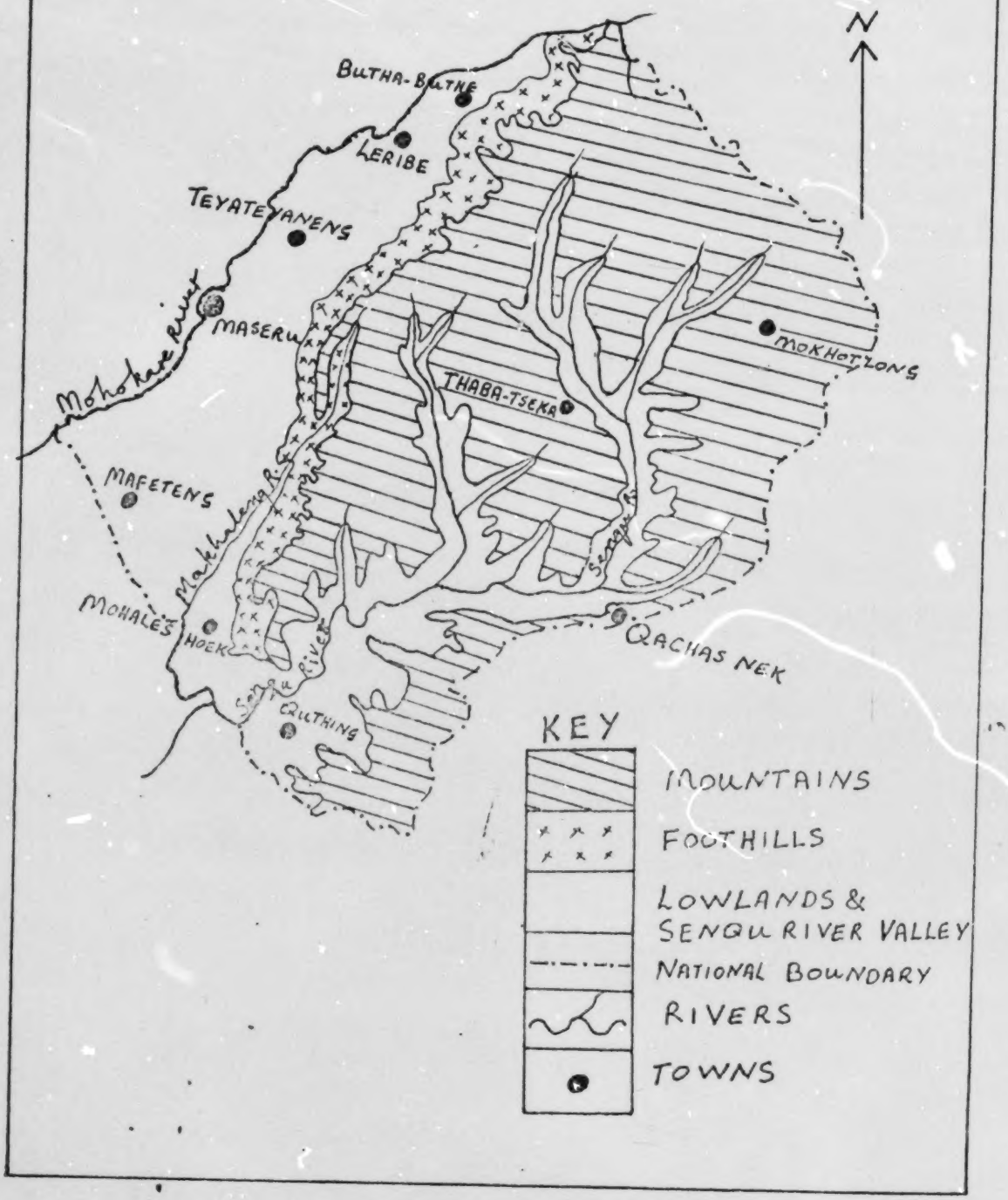
MAP 1

RELIEF MAP OF LESOTHO



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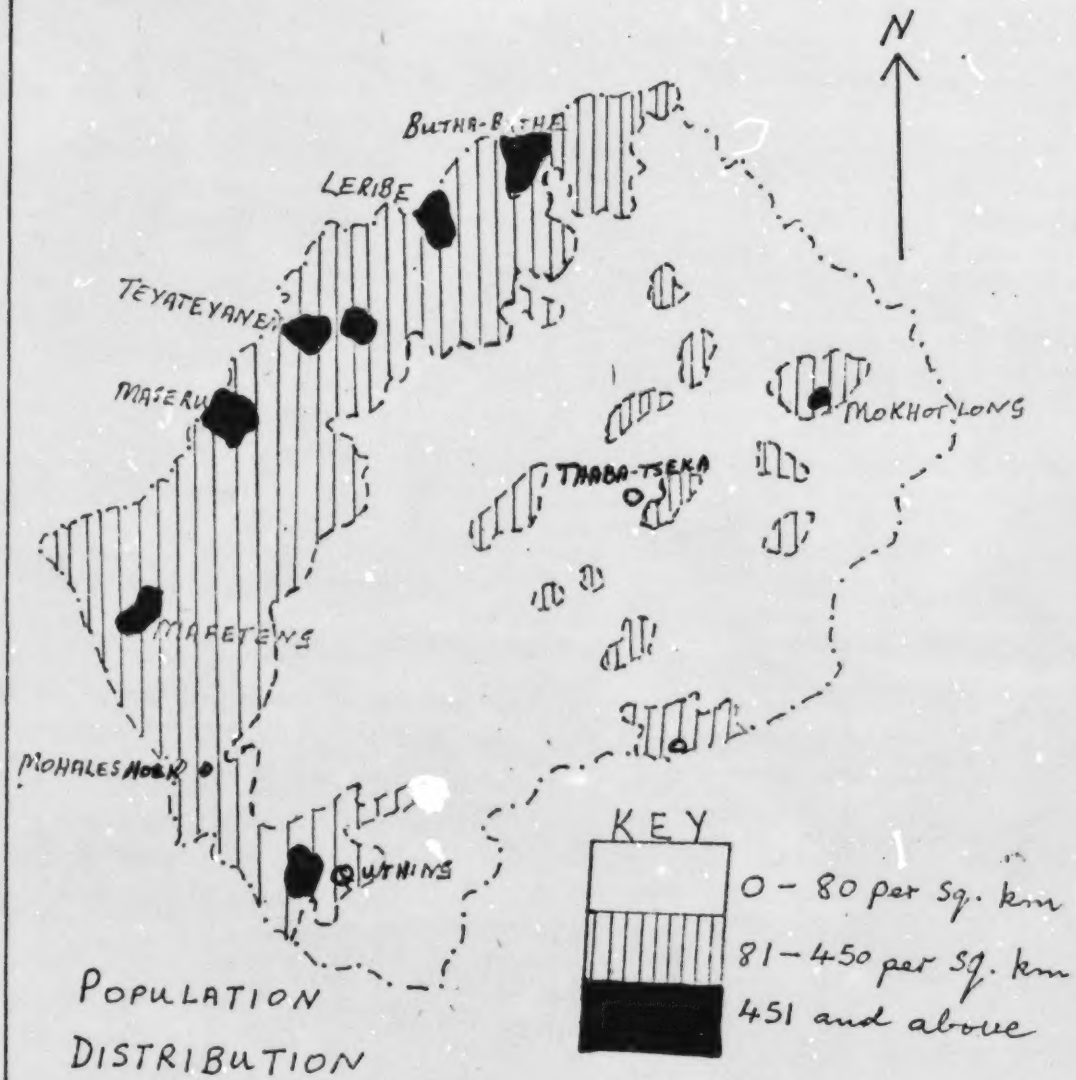
MAP 2

POPULATION MAP OF LESOTHO



POPULATION DISTRIBUTION

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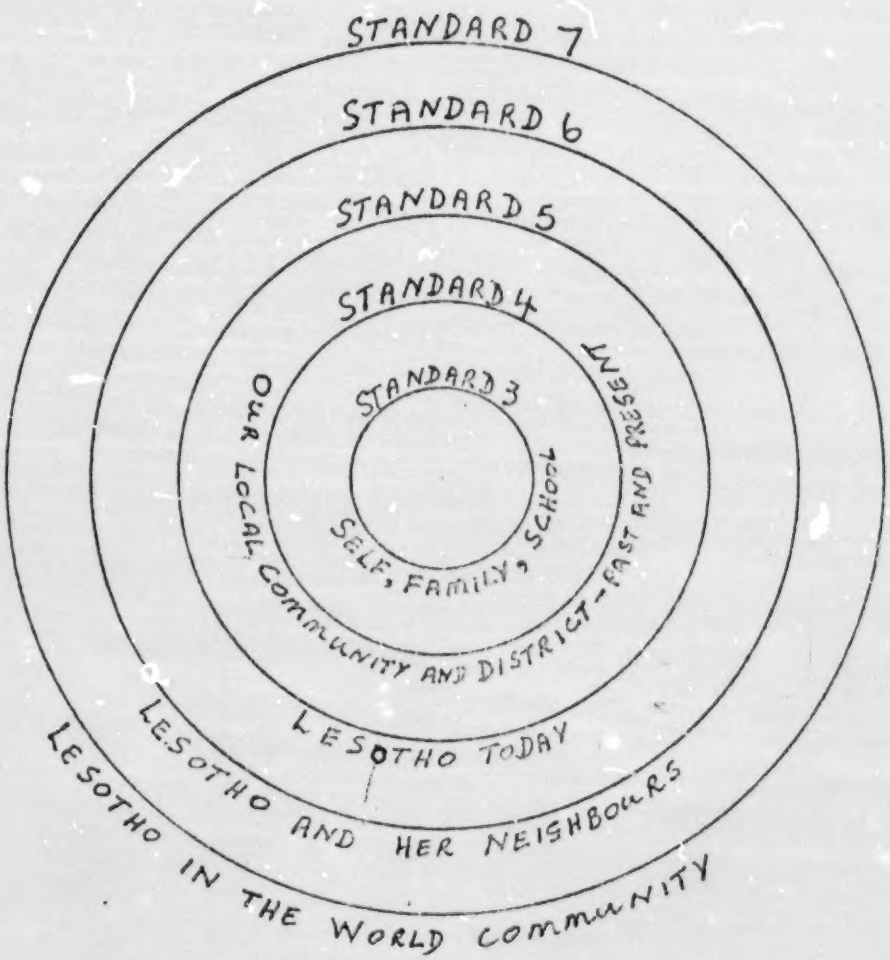
FIGURE 1.1 : SOCIAL STUDIES SYLLABUS FOR LESOTHO PRIMARY SCHOOLS 1981 IN DIAGRAMATIC FORM.



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8/...

The teacher is the 'external proximate cause.'" [4] Also according to this programme, both teachers and parents have an equal stake in the education of the children. The teachers' main function is to reinforce the knowledge children have acquired at home. Children are supposed to go back home to collect information from parents village people and any other sources of information and bring it to school where with the minimum help of the teacher they must analyse it and make relevant conclusions. This is more more rewarding educationally than when the learners are listening and getting information from the teacher. J.S. Farrant encourages the incorporation of learning at school with the activities of the community within which the school is situated. In his words "The community itself will be the classroom and many of the lessons will be conducted outside the school in places where community life is in full swing." [5]

1.7 Therefore when a programme of this nature was developed, a number of factors that would later affect its implemantation should nave been anticipated. For instances the uneven distribution of physical, human and economic resources in the country and their implications on the successful implementation of a programme of this kind, should have been thought of and necessary action taken before a full scale implementation took place. Such an action would take into consideration those differences and would lead to the formulation of a systematic plan of implementation based on them. Using the same anology, H.W.R. Hawes says "--- it is essential to agree to a workable strategy for implementation based on the conditions as they are not as we would wish them to be." [6] I

Notes:

4. Reid, L.A., Philosophy and Education, Heinemann Educational Books Ltd. London, 1962, page 107

5. Farrant, J.S., Principles and practice of Education Longman Group Ltd. 1964, page 252.

6. Hawes, H.W.R., Curriculum and Reality in African Primary Schools, Longman, 1979 page 118

In the first section of this chapter an attempt has been made to show the diverse physical build of Lesotho and its bearing on the uneven distribution of social and economic developments thoughout the country. This also has implications on curriculum implementation. According to G.P. Oluoch" ... implementation can hardly take place uniformly acroos the country or geographical area concerned. Some schools will be ready while others will not." [7]

The Purpose of this Study

1.8 With this study, the intention of the researcher was to investigate the problems encountered by teachers in the teaching of the 1981 Social Studies Programme as influenced by:

(a) the different geographical locations of their schools.

(b) availability of resource materials.

(c) the condition of physical facilities in the schools.

(d) teachers' qualifications, experience preparedness to change, knowledge and understanding of the contents of the new programme and

(e) parents' acceptance to assume a new role in sharing responsibilities with teachers in the education of their children.

Also an attempt has been made to trace the roots of some of the problems to the development stage of this programme.

Notes:

7. Oluoch, G.P., Essentials of Curriculum Development, Elinn Bookshop Ltd. Nairobi, 1982, page 55.

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The Significance of this Study

1.9 The introduction to the 1981 Social Studies Syllabus ends with a shoot paragraph that welcomes criticisms and comments from teachers. It reads thus:

> Finally, it must be made clear that this revised Social Studies syllabus, like its predacessor should not be regarded as a perfect document. Wherever teachers find anomalies in this syllabus they must feel free to send their criticisms and comments to National Curriculum Development Centre. [8]

On this note, the researcher as a teacher by profession felt the obligation to undertake this study with the hope that it would contribute to the perfection of this syllabus. It was also hoped that this study would help future curriculum developers to understand that curriculum development and curriculum implementation are inseparable, that from the beginning to the end all parties having a stake in education must be fully involved. In addition the researdher hoped that it would influence the revision of panel membership to accommodate as wide teacher representation as possible from all the regions of the country. With this of organization, it was anticipated that clear communication channels between teachers, parents and decision makers would be opened, thus creating a fertile ground on which many problems could be solved.

Notes:

8. Ministry of Education, Sports and Culture, Social Studies Syllabus for Primary Schools 1981, National Curriculum Development Centre, Maseru page 3.

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CHAPTER 2

Data Collection

2.1 The purpose of this study was to investigate the problems encountered by teachers in implementing the 1981 Social Studies programme. The basic assumptions of this study were:

(a) Teachers' representation during development stage of the programme did not reflect the topographical variations of the country.

(b) Teachers were not adequately in-serviced for the programme.

(c) The condition of physical facilities in the schools was not appropriate for the implementation of the new programme.

(d) Parents were not educated to know the demands of the new programme on them.

Methodology

2.2 Ten rural schools were selected from a list of schools located in the region between Phuthiatsana river (North) and Hlotse river (in the Leribe district) up to the foothils of the Maloti Mountains while the ten urban schools were chosen from four lowlands towns, Maseru, Teyateyaneng, Hlotse and Butha Buthe.

(a) Sample Procedures

2.3 A set of random members was used in the selection of ten rural schools and ten urban schools. Two schools, one rural and one urban were chosen tossing with a coin, to take a test. It was from the same schools that ten pupils(five from each) whose parents were served with parents questionnaires, were chosen. Decision on which pupple to choose was reached by having the total number of pupils in each school and their names in an alphabetical order.

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The total number was divided by five. The names that coincided with the number that was the answer and from there arithmetically to the end of the list, were selected. For instance, sixty seven pupils divided by five, the answer is 13 (fraction neglected). Therefore the 13th, 26th, 39th, 52th,and 65th names qualify for selection. Lastly, the chairman of the National Panel for Social Studies was considered on the basis that he was the representative of the Ministry of Education and had an overview of what the Ministry was striving for.

(b) Description of research instruments

2.4 The method of investigation was by means of questionnaires which were both closed and open ended and a structured interview. The questionnaires were served to twenty-four teachers in eighteen schools while the information from the chairman of the panel was collected by a structured interview. (See Appendices 2,3 and 4)

(c) Administration of the research instruments

2.5 The researcher pre-tested all the instruments mentioned above and the pupils' test using one teacher one parent, five pupils and one Social Studies panel member. During the main data collection exercise, the researcher encountered the problem of time that he was forced to abandon the idea of pupils' test. The problem was caused by the fact that the schools were about to close fot the mid-term break. Therefore, the pupils were busy writings mid-term examinations.

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CHAPTER 3

Data Analysis

Introduction

3.1 In this chapter, the researcher has analysed all the information collected from twenty-four teachers in eighteen schools (ten rural and eight urban schools), ten parents and the chairman of the National Panel for Social Studies at the National Curriculum Development Centre. An attempt was also made constantly to compare conditions in Urban and rural schools. The analysis was divided into four main sections namely location of schools, characteristics of the schools' community and physical facilities, parents' degree of involvement in schools' activities and the plan of operation by the National Panel for Social Studies from the planning, development and implementation stages of the new Social Studies programme.

I. Location of the Schools

(a) Effect on attendance

3.2 This factor has a strong influence on the rate of daily school attendance by pupils in both urban and rural schools. The rate of absenteeism was higher in rural schools than in urban schools. Figure 3.1 below illustrates this phenomenon very clearly.

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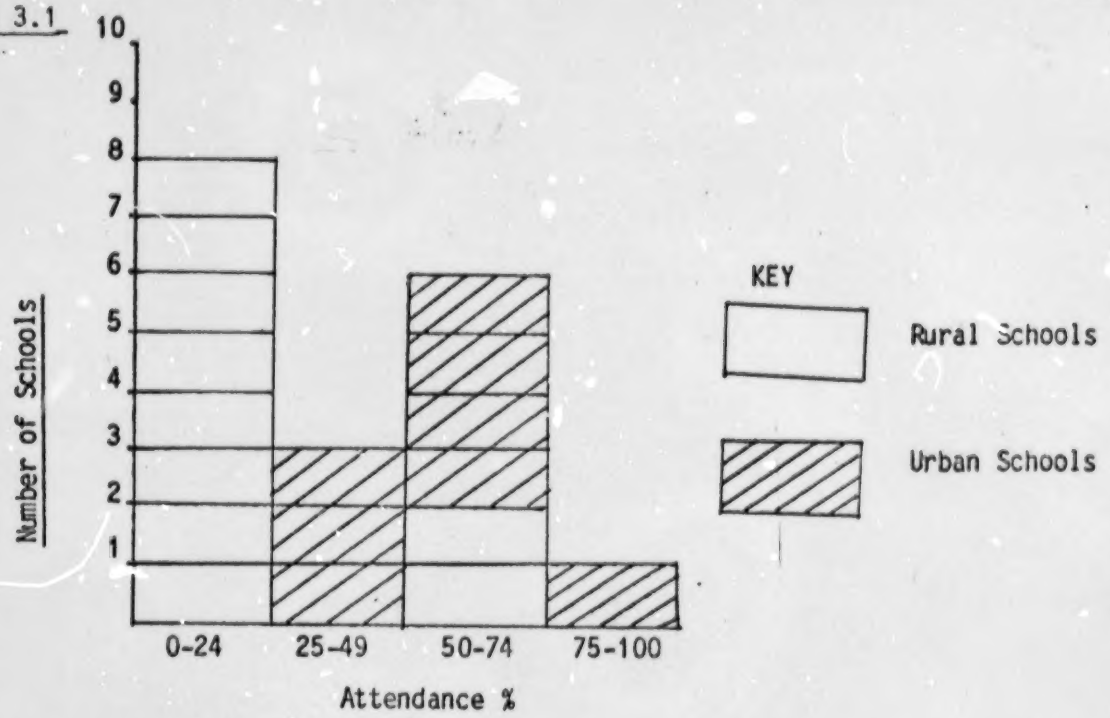
Figure 3.1



This bar-graph shows that of the ten rural schools which were visited, eight of them had a problem of poor attendance of less than 25% while that of two remains above 50% during rainy days. In urban schools (below 50%) while that of the remaining five was always above 50%. When asked about the cause of bad attendance during rainy days, the teachers in the rural schools answered that many of their pupils came fro from villages, 6km + away from the schools and had to cross many dongas which got flooded during heavy rains, thus making the movement of children very difficult. They added that children did not come to school because teaching became impossible as more than one class had to be crowded into one small classroom as out of classroom teaching was not possible when it rained. One teacher said in most cases their school had to be closed as they had no point keeping the few attending pupils with the majority of the school population away. Addressing delegates attending the National Dialoque in Education in 1978, C.M. Bohloko, then Director of Curriculum observed that

> children often travel three or four miled to school, and the difficulties consequent on transversing such rugged terrain are readily apparent.

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> These are accentuated by the fact that rain falls mainly as violent thunderstorms during the summer afternoons and the rivers rise rapidly and remain swollen for several days so that children may be quite easily cut off from their homes or schools for a considerable time. [9]

With urban schools, the trend was slightly different. The teachers explained that most of their children came from the towns and had no problem of movement during rainy weather. They said they had very few pupils from far villages and most of them came by bus/taxi. So they did not blame absenteeism much on bad weather.

(b) Effect on radio reception, postal services, transport and availability of books and other supportive materials

3.4 In all the schools that ware visited, the teachers indicated that they had no problem of radio reception. They said that any messages from the Ministry of Education could easily reach them only if the use of Radio Lesotho could be reorganised to accommodate a programme specially meant for schools incorporating messages to teachers, once or twice a week (See Chapter 4 on conclusions and recommendations, page 35).

3.5 As for postal services, transport and availability of books and other supportive materials, there were great differences between rural and urban schools. Teachers in the rural schools complained that their postal services were very slow and that explained why they missed to attend a few workshops organised by the Ministry of Education.

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Notes

9. The Kingdom of Lesotho Ministry of Education, Report on the views and Recommendations of the Basotho Nation Regarding the future of Education in Lesotho, "Curriculum Context" page 52. Maseru.

The other difference occurred in the transport facilities. Though there were good gravel roads to all the rural schools visited, there were few buses and few trips between them and the urban centres, in most cases only one bus thus reducing their mobility. This point was closely tied to availability of books which were found only in urban centres. The long distances and inadequate bus services made them vulnerable to always finding books out of stock in the bookshops found in urban centres. In all these aspects, teachers in urban schools had no complaints. Postal services, transport and books were abundantly at their disposal.

(c) Effect on the distribution of qualified teaching personnel.

3.7 Research has revealed that there is a huge wave of migration movement from rural to urban areas. In the field of education, the situation is worse because the Ministry of Education exercises no control on the deployment of teachers in the country. Everybody unilaterally decides on the choice of the school at which he wishes to teach as long as the school needs him. The educated young, in particular, choose to work and to settle in urban centres. This is due to availability of social amenities such as medical, postal, educational and recreational facilities to mention only a few, and commerce ensures more banking and investment opportunities in urban than in rural areas. In the schools which the researcher visited, there were more qualified than unqualified in urban schools while there were more unqualified than qualified teachers in rural schools (See Tables 3.3 and 3.4 in Section II on pages 19 & 21)

II. Characteristics of the schools' community and physical facilities

3.6 Even under this section, it will be seen that location of schools continues to feature prominantly in causing differences in age-range, enrolments, teachers' qualifications, teaching experience, availability of teaching aids and schools' physical facilities.

17/...

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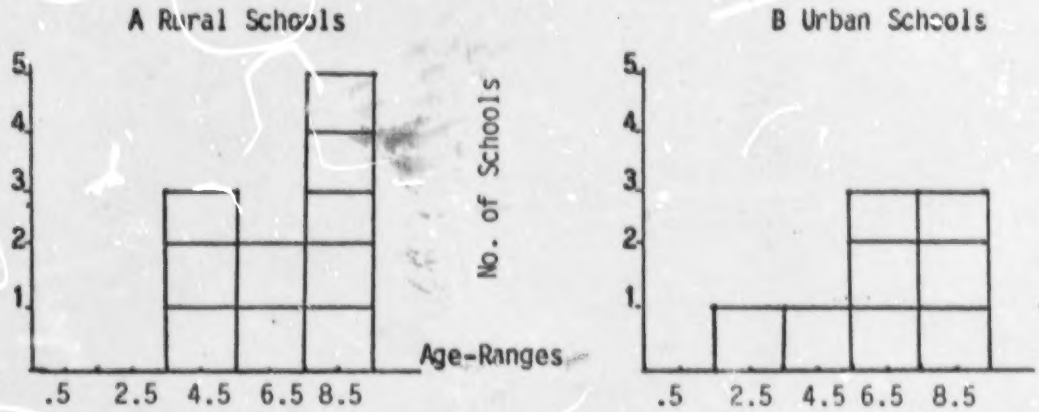
(a) Age-range and enrolments

3.7 The official school-going age in Lesotho primary schools is six years. This means a six year old child enroling for standard 1 will be twelve years old when he reaches standard 7. In the case of this study all standard 3 pupils were expected to be eight years old.BBut this was not the case in all the schools which the researcher visited. The analysis of age rangea as found in these schools reveals a striking contrast between the youngest and oldest members of this class in all the schools visited, but this feature was more acute in rural schools.

Figure 3.2 Age-ranges in rural and urban schools



3.8 When reading these two bar-graphs it can be seen that in rural schools, the lowest age-range was between 4 and 5 years in three schools and the highest was above 8 years in five schools whereas in urban schools the lowest age-range was between 2 and 3 years in one school and the highest was above 8 years.in three schools. In actual figures, there were schools with pupils of 18 years in standard 3 classes. The problem described above is compounded by huge enrolments in both urban and rural schools (See Tables 3.1 and 3.2 below).

18/...

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Table 3.1 Standard 3 enrolments per teacher in rural schools

No. of pupils	No. of Schools	No. of teachers
70 and above	2	3 *
60 - 69	2	2
50 - 59	3	3
40 - 49	2	2
Less than 40	1	1

This table shows that seven schools had more than 50 pupils per teacher and only three schools had less than 50 pupils. Table 3.2 below has almost the same characteristics though in actual figures there are larger enrolments but in most cases there were two teachers to a class divided into two streams.

Table 3.2 Standard 3 enrolments per teacher in urban schools

No. of pupils	No. of schools	No. of teachers
70 and above	6	12 *
60 - 69	1	1
50 - 59	1	1
40 - 49	-	-
Less than 40	-	-

* Two teachers to a class.

(b) Teachers' qualifications, experience, in service courses attended and their attitude to the new Social Studies Syllabus.

3.10 In the morden sense, having a teaching qualification means one has been trained in teaching methods and has been certified as having capabilities to handle a teaching/learning situation with confidence.

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A qualified teacher is a qualified technician in the field of education. He can assess the situation, organise the learning environment to suit the psychological needs of his learners. Young teachers fresh from the college have a lot to learn in the real teaching situation. Therefore, teachers of long teaching experience are usually expected to make more beneficial input in teaching because they have had some time to refine their approaches and to tailor them to the needs of the situation. The need for inservices courses is a very important one which is used as a means to refresh the minds of teachers and tune them for the new demands as changes continuously take place in all pheres of life.

3.11 These three important educational aspects are summarised in Tables 3.3 and 3.4 to show the situation as it pertained to all the schools which the researcher visited. Also an attempt has been made to compare the conditions between rural and urban schools along the same lines.

Table 3.3 Urban Schools' teachers

Qualifications	Qualified Teachers Experience				Average No. of Workshops Attended	Unqualified Teachers Experience				Average No. of Workshops Attended
	4.5	14.5	24.5	34.5		4.5	14.5	24.5	34.5	
Std 6						1				
Std 6 + LIET 1										
Std 6 + LIET 2								1		
Std 6 + L.P.T.C.		1								
J.C.						1				
J.C. + LIET 1										
J.C.						1				
J.C. + LIET 2							1			4
J.C. + P.T.C. Internship						1				
J.C. + L.P.T.C.	2									
J.C. + L.P.T.C.		3	1	1	3					
C.O.S.C.										

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This table shows that of the thirteen teachers who filled the questionnaires, in the urban schools, eight had teaching qualifications while five had none. Of the five, two were undergoing N.T.T.C./L D.T.C. inservice. The remaining two were not making any move to this direction. It can also be seen that there was a wealth of teaching experience in the urban schools. Eight teachers had more than ten years while only five had less than nine years in the teaching profession. Under the columns of the average number of workshops attended, five qualified teachers and one unqualified had attended three and four workshops, respectively. There were no clear explanations from other teachers why they had not attended any workshop.

3.12 Table 3.4 indicates a picture in rural schools far different from that shown in Table 3.3 in urban schools.

21/...

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Table 3.4: Rural Schools'n teachers

Qualifications	Qualified Teachers Experience				Average No. of Workshops Attended	Unqualified Teachers Experience				Average No. of Workshops Attended
	4.5	14.5	24.5	34.5		4.5	14.5	24.5	34.5	
Std 6							1			1
Std 6 + LIET 1										
Std 6 + LIET 2								1		
Std 6 + L.P.T.C.	1		1	1	1					
J.C.							1			2
J.C. + LIET 1						1				
J.C. + LIET 2						1				
J.C. + P.T.C. Internship						1				
J.C. + P.T.C.	1	J.C.								
J.C. + L.P.T.C.										
C.O.S.C.						1				

In the rural schools, eleven teabhers in ten schools filled the teachers questionnaire. This table reveals that only four teachers had teaching qualifications while the majority, seven in all, were unqualified teachers. Of the qualified, two had less than nine years and the remaining two had more than ten years teaching experience. Under unqualified teachers, four had taughtless than five years while the other three were in the field for more than ten years. In relation to inservice courses, only one qualified teacher had attended a workshop while two unqualified teachers had attended three. The main complaint from rural schools' teachers was connected to poor transport and slow postal service.

(c) Supportive materials, Resource centres, Resource teachers and Teachers' centres.

3.13 All the teachers in both urban and rural schools respowded that they had no teachers' guide and no pupils books based on the new syllabus.

22/...

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The absence of these materials coupled with no inservice courses being attended makes one wonder how teachers could interpret correctly the use of this syllabus. This bleak situation is made worse by division between teachers. It appeared that there was no collective effort amongst teachers towards a common goal. This was revealed by the absence of teachers' centres in all rural schools and in the majority of urban schools. There were resource centres, and libraries in all the urban cntres but all the teachers in the urban schools said that they had not used them for their lessons in Social Studies because they had found nothing useful in this regard. As for resource teachers there were non in rural schools and teachers in urban schools had no knowledge of such people except one school where there was one (See Table 3.5

Table 3.5

Additional Teachers' aids	Number of schools	
	Urban	Rural
Resource Centres	4	0
Resource Teachers	1 *	0
Teachers' Centres	4	0

It is clear from this table that urban schools are more advantaged than the rural schools. It is worth noting here that the question about the presence of resource teachers was made deliberately. The researcher knew that there were such people in all the lowlands urban centres but had anticipated that teachers did not know about them. Just as he had thought, all urban schools' teachers except in one school where there was a resource teacher, expressed ignorance about the existence of such people.

Note

* There are two resource teachers in each urban centre but teachers did not know about them.

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(d) Teaching aids

3.14 In relation to teaching aids the researcher found that those which appear in Table 3.6 below were the most commonly used in the majority of schools visited.

Table 3.6 Types of teaching aids used

Teaching aids used	Number of Schools	
	Urban	Rural
Pictures	3	2
Drawings	4	4
RReal objects	3	1
Models (papers and Clay)	3	1
None	2	5

The tables shows that two urban schools and five rural schools did not use any teaching aids. When asked why, they gave the same answer that they had no money to purchase teaching aids. Apparently the teachers of these schools had no teaching qualifications.

(e) Teaching Methods

3.15 To this item, the majority of teachers, in both urban and rural schools, indicated some balance in the use of all the teaching methods except the inquiry method which was the least used (See Table 3.7

Table 3.7 Teaching methods

Teaching methods	Schools	
	Urban	Rural
LLecture Methods	2	3
Discussion methods	1	4
Group work method	3	3
Inquiry method	2	1

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(f) Physical facilities of the schools

3.16 An analysis of the schools' physical facilities such as classrooms, desks/chairs and storage showed great disparities between urban and rural schools. Tables 3.8 and 3.9 give a brief summary of the situation.

Table 3.8 Physical facilities in urban schools

Physical facilities	Number of schools with		
	Adequate	Inadequate	None
Classrooms	5	3	-
Desks/chairs	4	4	-
Storage	2	3	3

This table shows that five urban schools had adequate classrooms while three had inadequate classrooms. Inadequate here meant a classroom was shared by two or more classes (Standards). It also reveals that four schools had sufficient desks/chairs for their Standard 3 pupils while four had very few. Only two schools had adequate storage while the rest had eight inadequate or no storage. The situation in rural schools was more pathetic (See Table 3.9)

Table 3.9 Physical facilities in rural schools

Physical facilities	Number of schools with		
	Adequate	Inadequate	None
Classrooms	-	10	-
Desks/chairs	1	9	-
Storage	-	-	10

Here it becomes apparent that all the ten schools visited had inadequate clasrooms, one had sufficient desks and all of them had no storage.

25/...

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(g) Teachers' attitude to the new Social Studies Syllabus.

3.17 To the question about the difficult level and educational value of the new Social Studies Syllabus as compared to the old syllabus, all teachers in both urban and rural schools had a high regardsfor the new syllabus. All of them expressed the same feeling that even though they were still at bay of how to implement it, they had long been waiting for something to replace the old 1967 syllabus. They expressed the hope that if they had been inserviced for this syllabus, they could be doing their best to implement it effectively. They asked for work-shops at the beginning of every year as refresher courses.

III. Parents' involvement in Schools' activities.

(a) Parents' occupation

3.18 Of the ten parents who filled the parents' questionnaires, nine were house-wives and one was a teacher (See Table 3.10 below).

Table 3.10 Parents' occupation

Occupations	No. of Parents	
	Urban	Rural
House-wife	5	4
Miner *	-	-
Farmer	-	-
Civil Servant	-	-
Shop assistant	-	-
Community Project	-	-
Other	-	1

* Person working in the mines of the Republic of South Africa.

26/...

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(b) Parents' education

3.19 The mine house-wives as shown in Table 3.10 above had some primary education. The teacher had a secondary education and a teacing qualification (See Table 3.11 below).

Table 3.11 Parents' education

Education	No. of Parents	
	Urban	Rural
Primary	5	4
Secondary	-	1
University	-	-

3.20 All these people except the teacher were not involved in any school activity. None of them claimed knowledge of any changes that affected the education of their children. One even commented that they were informed only about things that had financial implications. Also the only information from the schools was about whether their children had passed or failed, and this came only at the end of the year.

IV Social Studies Panel's plan of operation during the planning and development stage of the new syllabus and the preparations for the implementation stage.

3.21 Regarding the above topic, the researcher has found that there were two basic reasons which compelled the revision of the 1967 Social Studies Syllabus. First, it did not integrate the subjects. History and Geography were still treated separately. This approach was not in accordance with the way in which children think and learn which does not recognise subject divisions. Secondly, the syllabus was a list of topics with no indication of what concepts, skills and attitudes the learners were supposed to acquire at the end of each level or class.

27/...

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3.22 About Panel membership, there were three criteria used. These were the identification of people who were active in education, the use of consultants and practising teachers. The panel was composed of the officials of the Ministry of Education, consultants (two locals and one from United Kingdom) and two practising teachers.

3.23 For the try-out of materials, fifteen schools were chosen as first phase trial schools. The criteria which were used in choosing them were accessibility, teacher potential, inducive administration and fairly representative schools. All trial school teachers of the first phase were invited to attend regular workshops at which they offered necessary input during the development stage of the syllabus. Some of these teachers were identified and were given a special training as resource teachers in Social Studies. They would later help in the inservice courses to be held for teachers in preparation for implementation.

3.24 The Panel had planned for a gradual implementation of the programme. The idea of associate schools was recognised as a first step towards achieving this goal. Associate schools were those schools which were near and around the trial schools. The purpose was to assign each trial school the task to diffuse the innovation to a wider region. Then afterwards, the syllabus would be implemented year by year starting from standard 3 in 1983. But it was planned that teachers would have to attend reorientation courses before introducing it in their schools. In addition, the Panel undertook the task of writing supportive materials. Some resource teachers wrote a manuscript of Using Stories in the teaching of Social Studies. This work has not been finalised. Improvements in the choice of more suitable legends and editing were still to be made by the Panel. Some Panel members wrote a Teachers' Guide while others would write pupils' books. Also, an agreement had been reached with Macmillan Publishers to publish a Primary Atlas for Lesotho which would be used to teach mapping skills to children.

28/...

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3.25 However, the Panel encountered financial problems in carrying out its plans for a full scale implementation of the syllabus. First the Panel failed to meet in 1982 to approve the already finished Teachers' Guide, to edit Using Stories in the teaching of Social Studies and to continue writing other supportive materials mentioned above. Secondly, it managed to hold one-day workshops for teachers in seven districts. Thirdly, the Panel has not been able to get feed-back from the trial schools which have now gone as far as Standard 5 with the nw new syllabus. These schools will be writing the first examination on this syllabus in 1985, but they have not yet given an idea of how evaluation will be carried out. Lastly, the resource teachers have not been used, according to the plan.

29/...

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CHAPTER 4

II Conclusions and Recommendations

4.1 Data analysis in the preceeding chapter has revealed four main problems encountered in the teaching of the new Social Studies syllabus. These were irregular school attendance, mixed age groups, lack of parents' involvement in school activities and shortage of funds on the part of the Ministry of Education to carry out its plans. The fourth problem was the underlying factor for lack of supportive materials, lack of sufficient relevant training on the part of the teachers and poor school facilities.

4.2 The findings show that attendance was poorer in rural schools than in urban schools as a result of difficult movement due to unbridged dongas, let alone river valleys in the foothills region, which get flooded during rainy days. This situation poses problems for teachers in teaching the new Social Studies syllabus, in four different ways. First, it reduces the number of concepts a learner is expected to acquire within a given period. Secondly, the majority of teachers who are unqualified may not perceive the educational potential of this problem as a result of which may fail to translate it in a manner that can enhance the teaching of Social Studies concepts Skills and attitudes as conceived today. Thirdly, the sub-topic " how weather affects us" in the Standard 3 syllabus does not correlate with any of the Key Concepts, Skills and Attitudes listed in the syllabus. Lastly, the solution to the problem of flooded dongas falls outside the theme of Self, Family and School which dictates that pupils learning should be confined to these points.

4.3. Time element and the amount of work to be done within that time are tightly infused in the new Social Studies syllabus. This Syllabus, from Standard 7, explicity tabulates topics and the concepts, the skills and attitudes to be developed by those topics within a given school year for each Standard. In other words, at the end of the school-year pupils are expected to have acquired a certain number of specific concepts which should form a strong foundation for the subsequent class, Therefore, it stands to reason that any irregularity in school attendance during a given school-year will reduce the number of concepts expected and thus will weaken the pupils to master the next level of conceptualization.

30/...

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For instance, in Standard 3 syllabus, the childris expected to learn about himself. After that, he must learn about his family. With a clear concept of self, it will be easy for the child to find how he fits into his family and this will enable him to assume a positive role in his family. When he comes to a study of the school, now a wider community than the family, the child is ready to master its intricacies. With these tools, the child can interact with other members of the school community thus enriching his ability to learn by relating with other children. Therefore, it is clear that a child who misses any one of the three corner Stones will have problems in the subsequent stages.

4.4 This is a problem for teachers in the sense that teachers have the responsibility to ensure the success of the education programme to which they are entrusted in bringing about desirable outcomes in all the learners. Irregular attendance adds extra burden on their already heavy duty to bring to the same level of Concept acquisition all learners who missed lessons some time back with regular school comers. It is doubtful if they can do perfect work here as they are also working against time. If their pupils are divided into homogenous groups, irregular attendance necessitates another regrouping. When this occurs, teachers efforts are spread over a large area but very thin on the surface. In this way, remedial instruction becomes less effective.

4.5 Social Studies is regarded as the study of man in his environment, how he organises into groups and how he shapes his environment to satisfy his needs. The new Social Studies syllabus recognises this function but does not have activities (Skills), in Standard 3, which have a bearing on the movement of pupils between home and school. It is this part of the environment the road from home to school which has been left out in the syllabus. But it is this very small portion of the child's environment which directly affects his life from home to school and from school to home. It has been seen that irregular school attendance in rural schools was the function of long distances, rugged topography and floods during rainy days. The failure to include this part of the child's environment as early as Standard 3 deprives the child a rich learning experience and this may have profound repercussions in the study of a wider physical environment in the subsequent Standards.

31/...

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4.6. It has been shown that weather coupled with rugged physical features of land contributed significantly to poor school attendance in rural schools. The inclusion of "how weather affects us" in the Standard 3 syllabus is admittedly relevant. But the key concepts, skills and attitudes related to this topic have not been indicated as it has been done with other topics. For instance, the topic "Ourselves"[10] is meant to develop in the pupils the concept of "Awareness of themselves as individuals belonging to families and having duties and responsibilities towards those families and as people who will grow into adulthood and assume greater responsibility in the nation" and the attitude of "Self-respect, respect for elders and other peoples rights."[11] The activities (skills) related to these two are "Ability to give and write their own forenames and family names correctly and to give their dates and places of birth",[12] and "Ability to make a simple family tree of their families".[13] This is not the case with "how weather affects us". It is a problem in the sense that unlike other topics, there is no guide in relation to what concepts, skills and attitudes are to be achieved with this topic. This is bound to cause confusion particularly with unqualified teachers who may follow the syllabus to the letter without additions or subtractions. They may not realize that this topic is important and needs to be taught to the pupils.

In most cases, dongas are a result of soil erosion. Then if they threaten pupils' school attendance, they pose a direct challenge to the pupils. In this mood, they can be actively engaged, at this early age, in the solution of this problem by following methods of curing soil erosion. But the dongas, in most cases, are outside the schools' boundaries and the Standard 3 syllabus demands that the study at this stage be limited to self, Family and School, not beyond that point but the majority of teachers may decide not to do that banking on the restrictions of time and the fact that the syllabus does not go that far.

Notes:

10. Ministry of Education, Sports and Culture, Social Studies Syllabus for Primary Schools 1981, National Curriculum Development Centre, Maseru page 4.
11. Ibid, page 5
12. Ibid, page 4
13. Ibid, page 5

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4.7. This problem can be solved by having the parents fully engaged in the education of their children. It is assumed that many parents, in Lesotho now, at least can read and write. Besides, many parents have the desire for education for their children. It is these two factors in parents that need to be harnessed towards the solution of this problem. Therefore, it is suggested that parents should be encouraged to develop a kin interest in the learning activities of their children in Social Studies. This can be achieved by informing the parents about the contents of the syllabus just in brief terms. This can be done at the beginning of every year. With this knowledge, the parents should constantly acquaint themselves with the learning progress of their children by keeping a close eye on the direction the behaviours of their children take in their process of change. If at the beginning of the year, the parents are made aware of the kind of outcomes their children are expected to exhibit after exposure to the contents of the syllabus, it can be easy for them to see and judge whether their children are changing for the better or not. The parents live with their children in real life situations. On this basis, they can decide whether their children are developing the attitudes of "self-respect, respect for elders and other people's rights". Any other way round, should spark a sense of concern which should neccessitate a discussion with the responsible teacher to trace the probable cause of such a behaviour and a possible solution. In such discussions, remedies of unwanted behaviours can be found and effected successfully with their joint effort. It is in this manner that parents can be made to understand that they have a positive role to play in the education of their children. In this mood, they can fill up gaps which occured as a result of missed lessons. The good part of the new Social Studies syllabus is that what the children learn at school constantly take them back home for answers. This indicates that the syllabus is within easy reach of parents. Therefore, the problem of absenteeism in relation to the acquisition of the required concepts as a basis for the next stage can be solved by harnessing the energies of parents to do remedial instruction at home, of cause, this will lighten the work of the teacher for the good of all

33/...

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4.8. It is also suggested that it should be indicated explicitly in the syllabus that teachers are free to stretch some topics as far as it suits the needs and interests of their learners. By this it is meant that topics like "how weather affects us" can be used to undertake a small project for pupils such as collecting stones to make silt-trops and planting grass in the dongas as an attempt to engage pupils in a positive manner in solving their own problem. True it will take a long time before they can enjoy the fruits of their efforts but it will be gratifying to them to see themselves reshaping their environment to solve their immediate problem which they actually see and affects them. This will have a lasting effect on the behaviour of the children and may play a useful role in producing responsible citizens later.

4.9. It was briefly explained in chapter 1 that the new Social Studies syllabus for Lesotho Primary schools was concentric in structure taking care of the developmental needs of the pupils. This is where the problem of mixed age groups comes in. The way it is, implies that it was conceived having in mind children of uniform ages, eight years in Standard 3, nine years in Standard 4, ten years in Standard 5, eleven years in Standard 6 and twelve years in Standard 7. The analysis in Chapter 3 has shown that only schools in the urban areas were closer to this ideal situation while rural schools were far from it.

4.10. Then how should teachers implement this syllabus to mixed age groups while it was menat to meet the needs of uniform age groups? The effect of these diverse ages among pupils in one class on the energies of a teacher, let alone an unqualified one, is quite obvious. In the first place, in Standard 3, pupils who are more than eight years should find lessons based on the Standard 3 syllabus boring. It becomes difficult for the teacher to make a uniform subject-matter coverage. He has to draft his teaching to cope with a number of smaller sub-units moving along at different rates. In this way, it becomes difficult for the teacher to co-ordinate the work of these small, dissimilar groups in such a way that all get attention. It is worse when the syllabus has been made without this situation in mind.

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4.11 Difference in ages can influence different interests in children, different abilities and approaches to problem solving. Therefore, the reseacher sees no better solution to this problem except readjustment o of the present syllabus according to the nature of the learners in the country. Therefore, it is worth taking Bruner's advice when he says

> Rather, it is that if a curriculum is to be effective in the classroom it must contain different ways of activating children, different ways of presenting sequences, different opportunities for some children to "skip" parts while others work their way through different ways of putting things. A A curriculum, in short, must contain many tracks leading to the same general goal.[14]

This adjustment cam be successful only if teachers are encouraged and given ways to identify different cognitive processes resulting from different maturation levels. It is hoped that teachers are aware of this situation and they should be made to understand the consequences of such differences in the learning situation. In this way, it is hoped, they will see the need to organise learning materials in a manner that will suit the differet needs of the children.

Notes:

14. Bruner, J.S., Torward a Theory of Instruction, Harvard University Press, 1975, page 71.

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4.12 In addition to the recommendation that teachers be trained to identify pupils' differences is the suggestion of the use of the radio. Apparently radio reception was good in all the sample schools. If workshops are financially not feasible, radio is the next alternative through which teachers can be inserviced. The Ministry of Education should have radio programmes and teachers should be encouraged to write to the National Curriculum Development Centre if they have questions and they should be answered through such radio programmes.

4.13 The third major problem was parents' lack of active involvement in schools' activities. The central theme of this syllabus from Standard 3 to Standard 7 is a search for cultural identity. It is ate home that children can learn effectively Social and cultural values such as personal relationships, hospitality, unselfishness, compassion and love. Therefore this syllabus requires a joint effort of parents and teachers for its effective implementation. In the Standard 3 syllabus, the first topic "Ourselves" makes it imperative for the children to get information from their parents as they are the only people with the best information in this regard. Now that parents have indicated that they have not been informed about the need for their full participation, it is questionable how teachers tackle the topic "Ourselves". It is obvious that teachers still stand in front of children telling them everything. This is an approach contrary to the demands of the new syllabus. In the past, parents were by-passed because they were considered uneducated and had no input to make in the education of their children. except by paying school-fees and buying books. Experience has shown that this attitude is lacking in educational development. At the National Education Seminar held in Maseru, in July 1983, I I. M. Lewanika presented a paper in which he correctly pointed out that:

> Some proposed reforms in education have failed because they have not involved parents and communities.[15]

4.14 To avoid a failure in implementing the 1981 Social Studies syllabus, parents and other people in charge of children should be made to recognise their educative responsibility.

Notes

15. Lewanika, I.M. "The role of Education and schooling in a community," National Education Seminar., Maseru, July 1983, page 7.

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4.15 Finally, the findings have shown that the most crippling problem encountered in the implementation of hhe 1981 Social Studies syllabus was shortage of funds. The National Panel for Social Studies was satisfactorily constituted, particularly the practising teacher element was of paramount importance. During the development stages the choise of trial schools, first phase and second phase and associate schools was the most acceptable approach as this would ultimately lead to a gradual implementation of the new programme. Teacher training and involvement at the development stage through regular workshops showed the Panel had a clear perspective of what it was doing and this was also preparation for final implementation. The importance of supportive materials whose writing was in progress can not be over-emphasised. All these preparations together with preparation for evaluation methods which were in the pipe-line plummetted at the last moment. Was explained that the problem was shortage of money.

4.16 Money is a problem everywhere everytime. The solution of this problem depends on the human factor in which leadership is a decisivee element. When looking at the economic history of Lesotho, it becomes clear that in the past the country was not better than what it is today. That being the case, where did the Ministry of Education get money which it used for the transformation of the 1967 Social Studies programme into the present one and why can't it get it there again for its implementation? There must have been a communication break down somewhere along the way. This usually occurs when communication channels between curriculum developers and the leadership are not open and this in turn is the result of inability to retain staff. Therefore, it is suggested that the Ministry of Education should take necessary measures which will help retain its staff to see already started programmes through. Efforts should be made to retain initiators of innovations to the last stage of changes resulting from such innovations

4.17 Lack of funds has made the production of supportive materials for the new syllabus impossible. The Panel became immobile and could not carry out its plans. Without them, the one-day workshops which were held to indservice the teachers on this syllabus were not sufficient. All this, coupled with lack of relevant training, makes the situation more sombre.

37/...

This is because unqualified teachers, in most cases, do not have the basics in the teaching methods based on the psychology of learning which can help them to organise the learning environment according to the cognitive level of their pupils. This syllabus can be effectively approached by enquiry method as a meand of making learning more child-centred than than teacher-centred. In chapter 3, it has been revealled that many parents did not know about the new Social Studies syllabus and had never had questions from their children in relation to their names is a good indication that they were not being taught by inquiry method. If when taught about "Self" their names were not given top priority, it was a wrong start.

4.18 The new Social Studies syllabus demands teachers to constantly and consciously formulate operational objectives derived from Bloom's three domains, Cognitive, psychomotor and affective. The section of "Key Concepts" demands objectives from the cognitive domain; the section on "Skills" calls for objectives from the psychomotor domain and finally "Attitudes" need objectives from the affective domain, AAt the National Education seminar held in Maseru, July 1983, one speaker noted that

> To be able to teach effecientiy, a teacher normally needs to know his course content and his students very well. About the former he should be fully conversant with the content and its levels of complexity and at what levels he should gear his teaching to suit his pupils. About the latter (students) he should be aware of the progress of development and the expected psychological competencies (psychomotor, perceptual, cognitive, affective and volitional). Untrained teachers can not possess effectively the knowledge of these psychological competencies except by training.[16]

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Notes

16. The National Education Seminar, "The Specific Problems of the Lesotho Education System", Maseru, 1983, page 7

Therefore, the failure to meet the above requirements means a failure in the correct implementations of this new syllabus. The fact that many teachers in the rural schools, indicated that they had no training, proves that they are meeting problems in teaching this syllabus.

4.19 The Ministry of Education has come up with a good plan to exercise control on the deployment of teachers such as placing teachers in schools where they are most needed. This will help distribute qualified teachers equitably throughout the country. A teaching service commission has been recommended to take this responsibility. Besides that, teachers are encouraged to improve their qualifications through inservice courses which are run jointly by N.T.T.C. and L.D.T.C. These courses culminate in the offering of teaching certificates. In the case of workshops, if the Ministry of Education is serious about effective implementation of new education programmes, it must make attendance of such workshops compulsory or must provide some kind of incentive like salary increment.

4.20 As for supportive materials, it is not too late for the panel to finish its business on Teachers' Guide, Pupils' books and selection of teachers' reference books. Teachers' Centres must be established and should also serve as resource centres. School inspectors must be fully acquainted with this new programme and must hold constant refresher courses for teachers. It is recommended that they be given special training in only three subjects so that they may concentrate more on them. Lastly, resource teachers should be made to resume to offer services for which they were trained and they should be given renumeration for their extra work as an incentive. It is hoped that their work will alleviate the problem of teaching aids as they will advise teachers about the richness of the environment in this case.

4.21. In regard to insufficient physical facilities, Social Studies does not have much problem as it is an activity, subject. It can be taught well out-doors. When the weather is rainy, windy or cold, teachers who share the same room can come together and devise a common strategy of teaching during that day. For instance, they can agree on story-telling. Children like telling stories. The problem arises only when children have to keep their work safely.

39/...

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If there are no storage facilities, they will have no safe place where they can keep their materials which can be used by the teachers for assessment later.

4.22 The solution to the problem of physical facilities lies with the realization that a school is a Social institution responsible for promoting social interests. It is the responsibility of communities to look after schools interms of buildings and furniture. The elimination of denominational walls between schools will help solve this problem. The present situation where children do not attend schools in their village but go to a school in another village because of religious affiliations, makes it difficult for parents to work together to develop their schools irrespective of religion. The school mapping exercise by the Planning Office of the Ministry of Education to establish ways of equittable distribution of school's equipment, in the country, is highly commentable.

4.23 In conclusion, the findings in Chapter 3 have shown that the rural schools are the most needy for assistance in all the aspects discussed above. Therefore, it is suggested that they be given top priority if the above recommendations are taken. It is also suggested that whenever educational reforms are made, a separate budget allocation should be set aside which will see all the activities relevant to development, implementation and evaluation stages through. If the 1981 Social Studies programme fails as there is more evidence to this trend, there is no quarantee that subsequent reforms will succeed. In order to keep face with the nation and teachers The Ministry of Education must work hard to see to the success of the implementation of 1981 Social Studies programme. Lots and lots of tax-payers' money have been utilized during the development of this programme. Therefore, its implementation must succeed through thick and thin

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ii. Limitations of this Study

Originally, the researcher had planned to choose a sample of twenty schools which were representative of all the schools found in the four relief regions of Lesotho, the lowlands, foothills, mountains and Senqu river lowlands. But due to transport problems in the mountains and the Senqu river lowlands coupled with restrictions of time, he was confined to the lowlands and foothills only. Also, the reseacher had decided to give a pupils' test whose results would be used to decide whether the implementation of the new Social Studies was taking the right direction or not as related to other findings from the teachers' and parents' questionnaires. But since the schools were about to close for winter vacation, the pupils were busy writing mid-term examinations at the time of research work. So there was no way to administer the test under such conditions. There was a feeling that the pupils would be over-worked.

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APPENDIX 1

National Curriculum Development Centre
P.O. BOX 1126
Maseru. 100
26th May, 1983.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

This is to introduce Mr. Lebesa Maloi who is presently a curriculum developer in the Social Sciences at the National Curriculum Development Centre of the Ministry of Education.

Mr. Maloi is currently doing research on the problems encountered by teachers in implementing the 1981 Social Studies Programme in the Lesotho Primary Schools.

We hope that his research will benefit, not only the National Curriculum Development Centre and the Ministry of Education, but the education system generally.

We should be grateful if you could give him every assistance.

Yours Sincerely,

for DIRECTOR OF CURRICULUM

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APPENDIX 2

SOCIAL STUDIES: INSTRUMENT 1

Section A: Location and ownership of the school.

1. Name and address of your school _____

_____

2. In which relief region is your school located?
   - 0 Lowlands
   - 0 Foothills
   - 0 Orange River Lowlands
   - 0 Mountain

3. Are there relief features such as rivers, dongas and valleys which make the movement of children difficult during rainy days?
   - 0 Yes
   - 0 No

4. What is the longest distance some children have to travel to school? _____km.

5. How would you rate the attendance of children who travel from far villages during rainy days?
   - 0 Very good
   - 0 Good
   - 0 Bad
   - 0 Very bad

6. Do you have bus or taxi service here
   - 0 Yes
   - 0 No

7. How speed is postal service here?
   - 0 Very fast
   - 0 Fast
   - 0 Slow
   - 0 Very slow
   - 0 No postal service here

8. How is the radio reception here
   - 0 Very good
   - 0 Good
   - 0 Bad
   - 0 Very bad

9. Do you have any problems receiving books, materials, and other equipment?
   - 0 Yes (Please specify) _____
   - 0 No _____

10. What contribution does the church make to the welfare of the school?
    - 0 Buildings
    - 0 Desks and Chairs
    - 0 Teaching aids
    - 0 Specify others _____

Section B: Teacher qualifications and experience.

11. Sex 0 Male 0 Femal 12. Age _____ 13. Marital Status 0 Married 0 Single

14. How many years have you taught? _____ 15. In how many schools? _____

16. How many years have you taught in your present school? _____

17. What other standards do you teach? 0 Standard 1 0 Standard 5 0 Standard 2 0 Standard 6 0 Standard 4 0 Standard 7

Please indicate which subjects you teach in standard 3 and in other standards if you teach them.

	1	2	3	4	5	6	7
Social Studies	0	0	0	0	0	0	0
English	0	0	0	0	0	0	0
Sesotho	0	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0	0
Science	0	0	0	0	0	0	0
Home Economics	0	0	0	0	0	0	0
Health and Physical Education	0	0	0	0	0	0	0
Agriculture Studies	0	0	0	0	0	0	0
Religious Studies	0	0	0	0	0	0	0

18. Please indicate which qualifications you hold.

0 Standard Six
0 Standard Six and LPTC
0 Standard Six and PTC
0 Standard Seven
0 Standard Seven and LPTC
0 Standard Seven and PTC
0 Junior Certificate
0 Junior Certificate and PH
0 Junior Certificate and PTC
0 Cambridge Overseas School Certificate
0 Other _____

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19. What inservice courses have you attended since you starte teaching? Please indicate which subjects were involved, when you attended, and how long each was.

Course	Year	Length
0 Social Studies		

	Course	Year	Length
19.	0 English	_____	_____
	0 Sesotho	_____	_____
	0 Mathematics	_____	_____
	0 Science	_____	_____
	0 Home Economics	_____	_____
	0 Health and Physical Education	_____	_____
	0 Agricultural Studies	_____	_____
	0 Religious Studies	_____	_____

20. How would you rank the inservice courses that you have attended?

0 Very useful
0 Useful
0 Not useful

21. If you have not attended any inservice courses, please give the reasons why not.

_____

_____

22. If you have attended inservice courses and found them not useful, indicate why.

_____

_____

23. Please indicate the number of children and their age range in each standard that you teach.

	N	Age Range
Standard 1	_____	_____
Standard 2	_____	_____
Standard 3	_____	_____
Standard 4	_____	_____
Standard 5	_____	_____
Standard 6	_____	_____

24. What is your present status in this school?

0 Assistant Teacher
0 Head Teacher
0 Assistant Teacher and Minister of Religion
0 Other _____ _____

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Section C: Instructional materials, the new Social Studies Syllabus and the school's physical facilities.

25. Indicate which instructional materials for the new Social Studies curriculum you use.

0 Teacher's Guide
0 Teacher's Books
0 Pupils' Book
0 Social Studies Syllabus
0 Other _____

26. How would you rate these materials?

0 Very useful
0 Useful
0 Not useful

27. Is there a nearby resource centre? 0 Yes
0 No

28. If your answer to Item 27 was Yes, please indicate what resource materials are available to you in the resource centre.

_____

_____

29. Is there a Teacher Centre nearby? 0 Yes
0 No

30. If you answered Yes, indicate how often teachers meet there.

0 Monthly
0 Quartely
0 Half-yearly
0 Once a year
0 Other _____

31. What kinds of problems are discussed by teachers in the Teabher Centre?

_____

32. If there is no Teacher Centre, how do teachers in this area meet?

_____

_____

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33. Is there a Social Studies resource teacher in this area? 0 Yes
0 No

34. If the answer is yes, how does the resource teacher help Social Studies teachers?

_____

_____

35. During the development of the new Social Studies Syllabus, was your school chosen as a trial school or as an associate school?

0 Trial school
0 Associate school
0 Neither

36. Please indicate all the kinds of teaching aids you use for teaching Social Studies. _____

_____

37. How do you compare the difficulty level of the new Social Studies Syllabus to the difficulty level of the old one?

0 Very difficult
0 Difficult
0 Easy
0 Very Easy

38. If you think that it is difficult to teach using the new Social Studies Syllabus, please indicate in what ways you think this is so and how the new syllabus could be made more suitable.

_____

_____

39. In comparison to the old syllabus, how do you rate the educational value of the new Social Studies Syllabus?

0 Very high
0 High
0 Low
0 Very low

40. Rate the conditions of the following physical facilities in your school.

Classrooms	Desks/Chairs	Teaching Aids	Storage Facilities
0 Adequate	0 Adequate	0 Easily available	0 Adequate
0 Inadequate	0 Inadequate	0 Not easily available	0 Inadequate
0 Adequate but in poor condition.	0 Adequate but in poor condition	0 Inadequate	0 None
		0 Not available	

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Section D: Teaching Methods

41. Consider which of the following methods you use to teach the new Social Studies Curriculum and rank the methods you use according to the proportion of time each is used.

O Lecture method
O Discussion method
O Groupwork method
O Other

42. How do you use the school environment to teach the new Standard 3 Social Studies?

43. What problems do you usually encounter in teaching the new Standard 3 Social Studies?

44. What level of current affairs do you teach to your Standard Three classes in Social Studies?

O Family/school/community level
O District level
O National level
O International level

45. Is there a Parent-Teachers Association in this area?

O Yes
O No

Thank you very much for your cooperation. The data you and other teachers have furnished will be of great value in developing the kinds of materials that you, the teachers, need.

I Would appreciated any additional comments that you might wish to make about the new Standard 3 Social Studies Curriculum. These comments might include what you consider are its good features, bad features, readability, difficulty in lesson planning, and so on. Please be frank.

48/...

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APPENDIX 3

SOCIAL SSTUDIES: INSTRUMENT 2

1. Name and address of the village _____

_____

2. Sex of the parent
   0 Male
   0 Female

3. Education
   0 Primary
   0 Secondary
   0 University

4. Occupation
   0 Housewife
   0 Miner
   0 Farmer
   0 Civil Servant
   0 Shop Assistant
   0 Community Project
   0 Other

   _____

5. Number of children _____

5. Number of children _____ 6. Number of children in primary schools _____

_____

7. Indicate the number of children enrolled inneach standard

   Standard 1 _____ Standard 2 _____ Standard 3 _____

   Standard 4 _____ Standard 5 _____ Standard 6 _____

   Standard 7 _____

8. Indicate school activities in which you are involved
   0 school Committee
   0 School maintenance
   0 Cooking pupils' food
   0 Other

   _____

9. Are you usually aware of changes that takes place in school?
   0 Yes
   0 No

10. If yes, how are you informed?
   0 School Children
   0 Teachers
   0 School Committee
   0 School Manager
   0 Other

   _____

11. If no, please give reasons why not

_____

12. Do you know that there is a new Social Studies Syllabus this year
   0 Yes
   0 No

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13. If yes, how did you find out?

_____

14. How often do you visit the school to discuss your children's learning problems with their teachers?
   0 Frequently
   0 Seldom
   0 Never

15. When did you last visit the school? _____

16. Do you think your child is progressing well in school?
   0 Yes
   0 No

17. If your answer is no, what is the major problem?

_____

18. Have you discussed the problem with teachers? 0 Yes 0 No

19. If no why not? _____

20. Has your child ever asked you questions which were given to him or her by the teacher?
   0 Yes
   0 No

21. If you answered yes, has your child asked questions about:

	Yes	No
(a) The meaning of his name	0	0
(b) His or her birthday	0	0
(c) His or her place of birth	0	0
(d) His birth order among his siblings	0	0
(e) His or her family rights/entitlements	0	0
(f) Family duties of the father, the mother and brothers and sisters	0	0
(g) Other family members such as grandparents, aunts, uncles, and cousins	00	0
(h) The family clan	0	0
(i) Ownership, control and management of the school	0	0

22. Were you able to answer all the questions asked?
   0 Yes
   0 No

23. If you answered no, please indicate why not

_____

24. What did you do to satisfy the curiosity of your child?

_____

50/...

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APPENDIX 4

SOCIAL STUDIES: INSTRUMENT 3

interview questions for the Social Studies Panel

1. **What are the reasons that led to the revision of the 1967 Social Studies syllabus?**

---

2. **How was the panel membership organised?**

---

3. How many trial schools were chosen for the try-out of materials during the development stage of the new syllabus? _____
what were the criteria used in choosing them?

---

4. How did the panel involve the teachers during the development stage of the syllabus?

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5. What problems did the panel encounter during the development stage of the syllabus?

---

6. (a) What did the panel do to prepare for a full scale implementation of the new programme?

(b) What problems did the panel encounter in the process of preparing for a full scale implementation?

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GLOSARY

Words and abbreviations used in the text

C.O.S.C. ..... Cambridge Overseas School Certificate

J.C. ..... Junior Certificate

L.D.T.C. ..... Lesotho Distance Teaching Centre

L.I.E.T. ..... Lesotho Inservice Education for Teachers

L.P.T.C. ..... Lesotho Primary Teachers' Certificate

N.T.T.C. ..... National Teachers' Training College

P.T.C. ..... Primary Teachers' Certificate

Standard 3 ..... Class 3

Std ..... Standard

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